

THE TOWER

John Adams High School 808 S. Twyckenham Drive
South Bend, IN 46615

Adams adopts jailed Soviet teacher

John Adams High School has stepped into the arena of international affairs by "adopting" a teacher in the Soviet Union. The teacher, Iosif (the Russian version of "Joseph") Begun, a mathematician and Hebrew teacher. Begun has been imprisoned by the Soviet government for teaching the Hebrew language. By symbolically "adopting" Begun, Adams hopes to raise consciousness about his plight and help secure his release.

Begun, 54, lived and worked in Moscow until 1971, when he submitted an application to emigrate from the Soviet Union. He was promptly dismissed from his job, and his application was refused.

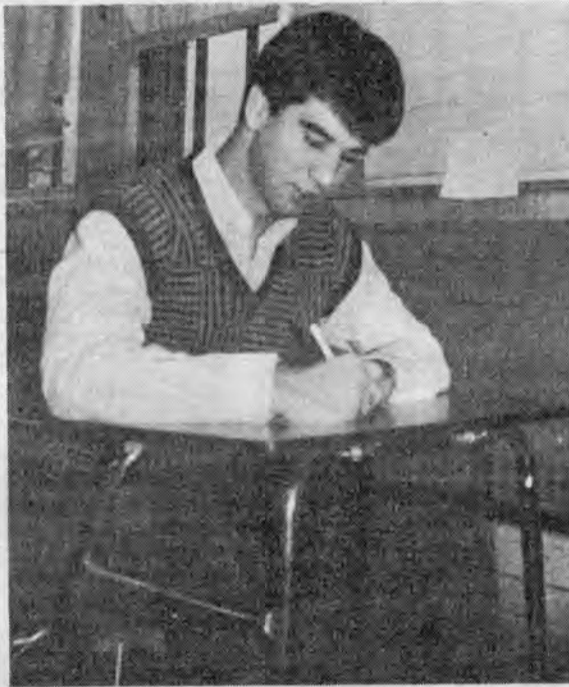
In the Soviet Union, being unemployed is a crime. Because Begun was fired from his job for seeking to emigrate, he was arrested and charged with this crime of "parasitism." Begun was sentenced to internal exile, from which he was released in 1978.

Begun tried to resume working after he was released, teaching Hebrew privately. The Soviet government, in part of a "crackdown" on the Hebrew language, arrested Begun and charged him with "anti-Soviet agitation and propaganda." Begun is presently serving a twelve-year sentence.

"No language except Hebrew is treated this way in the Soviet Union," said Richard Primus, a senior who proposed adopting Begun. "English, the language of Moscow's most dangerous enemies, is widely taught. German was taught during the second world war and Chinese was permitted during the great conflict between the Soviet Union and China. But Hebrew is viciously suppressed. Begun is not alone; he is one of many Hebrew teachers who have been imprisoned."

Primus explained further, "Every Soviet citizen is given a 'nationality designation,' such as Russian or Ukrainian. And every nationality is guaranteed the right to use and teach its national language. 'Jewish' is one of the nationalities, but the Jewish national language — Hebrew — is virtually banned."

Since Adams adopted Begun, posters with the caption, "In the Soviet Union, Hebrew teachers are the ones who are taught a lesson" have been displayed in the school building. Also available are postcards pre-addressed to Begun in the Chistopol prison. Explanation papers urge students to write a message to Begun on a postcard and mail it to him.



Senior Jeff Pethick writes a postcard to imprisoned Hebrew teacher Iosif Begun. Steve Hartman/Tower

Jeff Pethick, a senior, is one of those who has mailed a postcard. "It really makes me feel that I'm doing something good," he commented.

Principal William Przybysz, who authorized the adoption, said, "It's important that we try to do something for academic freedom." He also commented that he would be very happy to see Adams students "involved in international affairs."

Students and others who wish to participate in the effort to aid Begun can write letters of encouragement to him at Uch. E 148/ST4, Chistopol 422950, RSFSR, USSR. The only caution is that letters should not be "anti-Soviet," because this could be harmful to Begun. People could also write to both American and Soviet government officials on Begun's behalf.

CAT's fight drug abuse

By Andre McNeil

The South Bend Community School Corporation launched a new program this year in response to growing concern over student alcohol and drug abuse. In October each high school established a Chemical Abuse Team (CAT) to fight substance abuse within the school.

A CAT is a three-member team appointed by the principal of the school. The team must consist of an assistant principal, a guidance counselor, and another faculty member. Assistant Principal Andrew Bibbs, guidance counselor Roz Ellison, and school nurse Barbara Weldy make up the Adams CAT. Mrs. Weldy is the only school nurse involved in the Chemical Abuse Program.

The Chemical Abuse Program is co-ordinated by Mrs. Gwen Stines of Washington high school. The five CAT's meet regularly for ongoing training and policy-making.

They attended a four-day workshop from October 28th through October 31st where they learned how to recognize and deal with problems in the making.

According to Mrs. Weldy, the CAT teams "Are here to help. We aren't here to hunt people down. If we do suspect a student to be involved in chemical abuse, we will approach them calmly and handle the situation in a reasonable manner. Those who need and want help, we are here for you to help the situation."

Students are referred and evaluated with a behavioral check list and a substance abuse report. When a CAT determines a student to be an alcohol or drug abuser, then its responsibilities are to consult with the building administrators, the student's parents or guardians, the student, and the proper law enforcement agencies.

Those students who are knowingly in possession or under the influences of alcohol or drugs will be referred by the CAT to their parents and guardian, to an agency, and to the authorities. They will face out-of-school suspension for five days or possibly expulsion after a second offense. Students who desire rehabilitation may receive it.

The CAT's analyze the educational program concerning chemical abuse and the extent of the local problem. Referrals are made by the CAT to develop answers to the problems.

CAT helps distribute literary material such as books, pamphlets, and audio-visual material. The Adams CAT is also sponsoring the SADD club at Adams and the Adams Youth Council in hopes of distributing information about chemical abuse.

Mrs. Weldy says that the effect of this new policy cannot be predicted at the moment. The Chemical Abuse Program will probably be more visible in January, but they are looking forward to having positive results in the near future.

Fight back

against pressure. For some warning signs and useful tips, see pages 4-5.

What's News

Summer wildlife work

The Student Conservation Association, Inc., has released information on its summer High School Work Groups. About four hundred students will be selected on a competitive basis to work in national parks, forests, wildlife refuges and other areas across the United States. For more information, see Mrs. Maza in room 216.

Contest winner

Sophomore Agnieszka Ziemienska recently won 1st prize in the Polish American Heritage Essay contest sponsored by the South Bend Polish American Congress. Agnieszka's essay was on Solidarity and its impact on the world.

Scholarship bulletin

Scholarship bulletins are available from the guidance office. Check with English or social studies teachers, or with guidance counselors.

Kennedy journalism award

The nineteenth annual Robert F. Kennedy Journalism Awards for outstanding coverage of the problems of the disadvantaged are open to all students in any form of media. Entries may include accounts into all aspects of the disadvantaged in the United States. Prizes of \$1,000 and \$2,000 will be awarded to outstanding entries. For more information, contact Mrs. Maza in room 216.

College booklet

A booklet about how to enhance one's chances for college admissions, financial aid, and other post-graduation opportunities is available by writing to Paving the Way, NIICU, 122 C. St. N.W., Suite 750, Washington D.C. 20001.

SAT and CAT testing

The next ACT will be given February 7, 1987. The registration deadline is January 9. Deadline for the January 24 SAT is December 19.

Safety journalism award

The Insurance Institute of Indiana is sponsoring a Journalism Safety and Scholarship Awards program. The Institute will present four \$250 awards and plaques to the students submitting the best articles. Articles must be postmarked no later than March 20, 1987. For more information, see Mrs. Maza in room 216.

Adams students attend youth leadership conference

By Molly Lennon

For the second consecutive year, John Adams High School was represented in Washington D.C. at the National Youth Leadership Conference. Tim Foley, Doug Sakaguchi and I, Molly Lennon were chosen to attend the week-long conference which brought together students from Tennessee, Ohio, Texas, New Jersey, New Hampshire and Illinois as well as Indiana.

Sponsored by the Congressional Youth Leadership Council, the week gives students an opportunity to "learn about our government from the sources of power and policy in Washington—not just as a passive onlooker, but as an active participant." The students must be recommended on the basis of their leadership and achievement in their member school.

Day one of the Conference was mostly orientation and registration and an illuminated tour of the city. The students, housed in the spacious National 4-H headquarters in Chevy Chase, Maryland, were transferred by busses to and from the meeting throughout Washington.

The second day's program centered on the Executive Branch of government. Secretary of the Dept. of Energy,

John S. Harrington gave a very personal commentary concerning President Reagan and how he carries out his duties.

A secret service briefing was given by Agent Dave Saleeha on the protection of the President. He dealt with questions that the students had concerning the "inside workings of the Secret Service."

A wider scope was instituted on the third day, when World Affairs was the topic. A State Dept. briefing was held concerning the U.S. interest in Central America. A tour of the Pentagon followed. One of Washington's most impressive monuments, The Vietnam Memorial, was visited by all the students.

After a presentation on South Africa, the mock Congress was held in which all the students became the Congressional Body. We voted on the Immigration Reform Act of 1986, reenacting the procedures, amendments, speeches and voting procedures.

Day four dealt with the Legislative Branch of government. Congressman Steny Hoyer, representative from Maryland, spoke to the students from the House floor. Later the participants toured Capital Hill and met with our Congressional Representative, John Hiler. Seven students from the Third Congressional District of

Indiana spent one hour with Rep. Hiler and we were able to talk openly and ask questions about current problems.

The final full day of activities centered around the Judicial Branch and the media. Arriving at the National Press Club, a panel of media members, such as Jed Duval of ABC Nightline, and Susan King, a Washington correspondent from NBC News, spoke on the role of the media in Washington. Mr. James Barnes, Deputy Administrator of the E.P.A., addressed the group of students and covered the laws protecting the environment. That night we attended a dance and a farewell tour of Washington.

The activities ended on Saturday morning, December 6, with a student debate on the topic "United States Sanctions Against South Africa," and a slide show entitled, "The Week That Was."

Reflecting on the week, Tim Foley called it, "A very educational experience, one which taught me responsibility and showed me how to be a more effective leader." Doug Sakaguchi stated, "It was a good experience to learn from some of the people who make our government work from the inside."

Speaking for all of us—"We're proud to be representing John Adams High School."

M-I-C-K-E-Y

By Liz Panzica

Heard of going to see the wizard? Well, the band is going to see the mouse. They are heading to Florida to visit Mickey and his friends at their home, Disney World.

The road to the Magic Kingdom isn't an easy one. To earn their way, the band has devoted countless hours to practice. They had to submit a performance tape to Disney World officials and they were one of the few lucky schools invited to perform.

The band has organized several fundraisers to finance the trip. The most recent fundraiser was a "Pop" concert on December 2nd. The concert benefitted both the band and the orchestra, with the band's portion of the proceeds going to their trip.

Guest performers came out of the woodwork for the concert.

Principal Mr. Przybysz along with coach Ganzer, coach Farrell, Mr. Aronson, and Mrs. Murphy gave a stirring percussion performance.

Also, Marilyn Housemeyer, school secretary, accompanied the orchestra with a typewriter.

Along with the faculty performers were professional musicians, who donated their time to the Eagle's cause. Dennis Bamber, Greg Noble, George Thomas, Julius Siri, Larry Dwyer, Marie Taylor Jones, Herb Wilson and Butch Wambach, all from area bands came together for an all-star jam session.

The proceeds from the Pops Concert have sent the Eagle's band well on their way to raising enough money, to make their trip to the Magic Kingdom this spring break. They can be heard practicing early in the mornings, "M...I...C....."



[From left] Curwin Watson, Rod Anadon, Greta Fisher, and Tom Kileen try to concentrate on playing but their minds keep wandering to thoughts of Mickey. Liz Panzica/The Tower

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Spirit of Santa Claus exists in the heart of Adams

By Lisa Primus

Santa Claus shows up almost everywhere around this time of year. He appears on television, on street corners, and in malls all across the country. For many he symbolizes Christmas, charity, and brotherhood. For many kids, though, this jolly old man is more than a symbol; he is a special friend who annually rewards good boys and girls with presents.

"He brings presents when I'm asleep," insists 10-year-old Henry Loranger. "I don't really see him, but ... he's real."

Many may laugh at Henry's attitude, but almost all of the Christian students at Adams remember believing in Santa. Most people thought he arrived in his reindeer-drawn sleigh, and about 70% pictured red-nosed Rudolph in front, but according to sophomore Gabrielle Mickels, Santa "flew in an airplane. He had no reindeer. Those were fake."

About one in five stopped believing in Santa before turning six, but the average disillusionment age was 7, and a few people



made it to fifth and sixth grade.

"I was a dumb kid," explains sophomore Kevin Brissom. He made it to sixth grade, but he was not the oldest believer.

"I still do," announces sophomore Scott Scheel with pride. He tells about one year

when he found a present from Santa on the 23rd, two days before Santa's usual visit, and explains that "Santa came early that year." His older brother, Ted Scheel is also a true believer, though he admits that for a few years he doubted what he now

knows is true.

Senior Marc Conklin did not believe in Santa, but he did try putting his shoes outside his door to see if St. Nicholas would put a gift in them. A snow storm buried his shoes while his parents were gone, but when he dug his shoes out he found fifty cents in each. How could he not believe in St. Nick?

Eventually, even those who saw Santa started to doubt his existence. Some students lost their Santa's suddenly at the hands of a non-believing friend or relative. When junior Kristin Sonneborn was five, her cousin told her Santa did not exist. Kristin, upset by the bad surprise, pretended to believe for two years to please her parents.

Most people lost their Santas gradually. They began to doubt the stories. After the doubt set in, proving that their parents gave the presents wasn't usually very difficult.

"My Mom and Dad were so unsly," relates junior Brenda Hull. "They just sat there and wrapped it in front of me."

Senior Guy Hamilton became very suspicious when his parents told him to "go upstairs so Santa can come in with the presents."

Some people, though, did not give up so easily. Kristin Mitchell confronted her mother when she realized that Santa and her parents used the same wrapping paper, but Kristin believed her mother's explanation; because Santa was busy, he had left the presents for Kristin's parents to wrap.

Losing Santa was a traumatic experience for many, especially those who lost him suddenly. Losing him was like losing a friend. Many kids cried. Yet, people don't seem to hold a grudge against those who fooled them or those who disillusioned them. Santa still brings happy memories. He still represents Christmas, and they still have a little of Santa in them.

According to senior Liz Panzica, "Santa is a feeling, a spirit, and just because no one comes down my chimney Christmas Eve, doesn't mean that Santa Claus does not exist."

A student experience in cat dissection

By Kathy Strieder

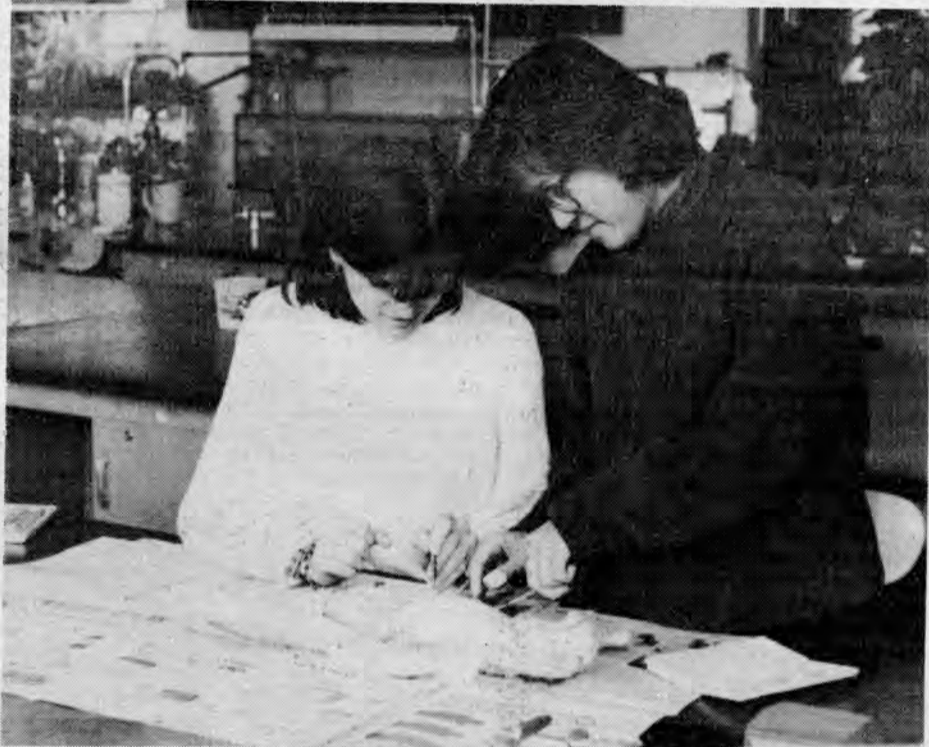
The bell has rung, and once again you find yourself sitting in biology class. While checking to make sure you have the right notebook and classroom, you notice that the teacher looks unusually gleeful, as he surveys the classroom. In fact, he almost reminds you of a wild-eyed, mad scientist getting ready for the kill....wait a second. What's that awful smell drifting from the back of the room? It seems vaguely familiar somehow....suddenly, your brain is assaulted by the memory of your freshman year, standing over an innocent frog with a scalpel in your hand...Oh no...Oh yes...it's that time again!

The teacher is now instructing the class in the art of dissection of the victim. He scurries to the back of the room, and stands proudly by a massive, deep bin telling everyone to, "come and get it." The class moves back in one eager wave, except, of course, for yourself. You hang back squeamishly, attempting to make yourself inconspicuous under lab tables and behind notebooks, but alas, the dreaded moment must come. Soon you alone stand on the brink of the infamous pit. Slowly, you turn your gaze downward and find yourself staring at a huge heap

of cats, cats, cats.

You accept the fact, that to pass biology, you must cut open that soggy bag of fur, so you proceed with the executional rite. You pick up the scalpel and, feeling like the new Jason, place it with trembling hands at the cat's neck. You close your eyes, take a deep breath, and - ooooooh, that formaldehyde - immediately, wish you hadn't. After recovering your senses, you once again, point the instrument at the cat and brace yourself. YOU push down gingerly, but nothing happens. It seems to be smiling, and you can almost hear it hissing in a little cat voice, "Ha-ha-ha. You can't get me!" Slowly, all your disgust and frustration boils into a mad rage. Gritting your teeth, you give in to your barbaric instincts and stab. Gush!!! The scalpel goes in. Quickly you pull downwards, oblivious to flying chemicals and cat hair. At last, you reach the endpoint. Dazed, but relieved, you drop onto a lab stool and gasp for breath. Mission accomplished.

Meanwhile, the teacher is going from table to table. He comes to yours. "Nice work. You should be a surgeon. Now, how about removing and labeling your little friend's digestive system?" Oh-h-h-h-h.



Jackie May and Becky Hoedema review the vital organs of their cat. Lara Johnson/Tower

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Pressure darkens the day

By Jerry Manier

During the course of a day, everyone, no matter how contented or well-organized he may be, encounters some degree of stress. This is especially evident when it is taken into account that a commonly used definition of psychological stress is that of a psychological strain brought about by frustration, deprivation, or conflict. Such factors as these can subject an individual to psychological stress just as cold, heat, or noise can inflict biological reactions. As a day progresses, such seemingly inconsequential annoyances such as missing a grade by a point, not seeing some friend after school, or just squabbles with parents or siblings can wind up darkening a student's otherwise fine day. And these are only some of the most minor causes of stress.

The major and most prevalent sources of stress in high school students are rooted in academics, social life, and the family. When major problems in all three are present, the effects can be devastating on a student and those around him. Therefore, it is necessary to be able to recognize stress in any of the three, because if a problem with one is big enough, it will almost inevitably show its effects on the other two.

When it comes to academics, obviously grades are the foremost concern and worry. Even though everyone is constantly droning on about the emphasis on learning being lost, the fact is that no lack of learning can possibly hope to rival mediocre grades in their power to destroy

self-confidence. Whether or not the student meets with any success in his pursuits, he will almost undoubtedly always meet with some amount of frustration. Even when the struggles are successful, the struggle to maintain or improve his achievements against the chance of all his previous struggles being for nothing is quite enough to inflict stress on most students.

The subject of grades inevitably leads to the consideration of family. Although colleges and scholarships must have their place, by far the most common reaction to a disappointing grade is, "My parent or guardian is really gonna kill me!" In a time when something like half of all students have lost an original parent somewhere along the line, such conflicts can only result in more stress being put upon the young person. Problems like these have a way of being blown up in people's minds so that, big as they may in fact be, they are made even bigger when they are thrown together in a stressful moment.

If one were to go through all of the aforementioned ordeals, the resulting product would probably be better termed as paranoia than stress. The progression from simple problem to overwhelming disaster is only meant to show how much stress in one area of our lives can lead to distress in the others. Learning to tackle problems one by one rather than submitting to an instinctive reaction is a discipline to be learned, and one which is made much easier when it is possible to avoid or overcome stress.

Stress indicators

1. General irritability
2. Elevated heart rate; increased blood pressure
3. Increased accident proneness
4. Floating anxiety-anxious feeling for no specific reason
5. Trembling
6. Change in sleeping habits or insomnia
7. Headaches or migraines
8. Indigestion or change in eating habits
9. Pain in neck and/or lower back
10. Changes in appetite



Teenagers coping with

By John Streider

Maybe you just flunked your third straight chemistry quiz, or you had a major fight with your girlfriend or boyfriend. Possibly, you've been chosen to play the lead in the school play, or perform a solo at the city concert. Maybe it's just your friend having problems with his or her family. Whatever the event, it has caused that familiar feeling to show up again: your heart is racing, palms are sweating, teeth are clamped together, adrenalin is racing through your brain and crash landing in your stomach: Stress! The typical reaction of the body to a high-pressure situation, and one that can cause a lot of damage if not handled correctly.

What can stress do to the body? No matter what the causes of stress are, good or bad, can lead to

Turning on the
effect according

high blood pressure. Edginess, general uneasiness can frequently be traced to high blood pressure. Stress, drugs or alcohol. Some people use these to escape the pressure. Obviously, ways to deal with stress are badly needed.

How do students deal with the everyday stress? Talking with some

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dams students uncovered

some common ways. Perhaps the most obvious is to eliminate the problem. Extra studying might easily salvage at least a low B and rehearsals can alleviate a little of the preperformance nervousness. If there is no easy solution, different students revealed many other ways of coping with stress.

The most commonly mentioned was listening to music. Turning on the stereo had a relaxing effect according to many students. In the words of one, "You lose yourself in the music." Activities such as working out, going out with friends, dancing, or writing also helps one relieve one's mind of one's unsolvable problems. Even sleep was referred to as a great escape. If escape didn't help and no solution was in sight, some suggested talking to a good friend or just "vegging" and letting the thoughts flow. In these ways stress could be dealt with without harm to the mind or body.

Humor is the instant cure

By Gini Petersen

Chewing pens, biting nails, clenching teeth, overeating, throbbing head, upset stomach are all symptoms of the infamous problem, stress, caused by our faced-paced society.

Jan Edman, a doctoral candidate in counseling at Indiana University gave a lecture on the issue of stress man-

agement when they exercise.

Time management is another good way to alleviate stress, according to Edman. She recommended, however, "Tailor it to fit your own life style." Don't make a schedule that will be impossible to follow. She also advised that when one makes a list, it should be prioritized. Otherwise, people end up doing all the easiest and less significant tasks and neglect the

Slowing down breathing, tensing and releasing muscles, and laughter can relax the body when under stress.

agement. She emphasized that some stress can be beneficial and motivating, but "you need to keep it at a workable level."

According to Edman, nutrition plays a major role in alleviating stress. She advised, "Try to have more complex carbohydrates than refined carbohydrates." The refined carbohydrates, such as candy, tend to give short bursts of energy, but after a while they drag you down below resting level. Complex carbohydrates, such as pasta and vegetables, however, give the body longer lasting boosts of energy.

Edman also advised exercising regularly as a stress management tool. 20 minutes of aerobic exercise three times a week can comfort some secondary symptoms of stress, such as low self-esteem and depression. People tend to feel better about themselves and their

essentials.

Edman also gave some quick stress reduction techniques. Slowing down breathing and the tensing and releasing of muscles can relax the body when under stress. Another technique is laughing. She said, "If you laugh real hard, it's impossible to stay tense."

"The key word is moderation." Edman pointed out that any of these techniques taken to an extreme can be just as stressful. One should not be so compulsive about exercising or about eating right that it merely becomes another source of stress. This can be self-defeating.

Stress has become a major problem in our society. It can make us less efficient in our work and much more miserable overall. But with these techniques, one can gain control of the stress and reduce it to healthy minimum.

Stress strategies

1. Structure each day to include a minimum of 20 minutes of aerobic exercise.
2. Eat well balanced meals.
3. Avoid caffeine.
4. Reduce refined sugars.
5. Reduce alcohol and drugs.
6. Get at least 7 hours of sleep nightly.
7. Spend time each day with at least one relaxation technique.
8. Take a warm bath or shower.
9. Go for a walk.
10. Get in touch with someone !

The real world of athletes after high school

By P.H. Mullen

One of the biggest steps an athlete makes is the transition from high school athletics to college. In addition to experiencing a new lifestyle, the athlete who wishes to participate must adjust to a much higher level of performance, and be willing to become more involved in the sport.

Kurt Roemer, a 1985 graduate of Adams, and a Notre Dame soccer player said, "College athletics is a big sacrifice. You must know you have no time. Athletes are restricted to studying and athletics, and then the day is over." Roemer took this semester off from Notre Dame, and will return in January. On the tough adjustment to college life, he commented, "I know how much time it takes, and I'm going to put more emphasis on studying. I'm willing to pay the price and make the sacrifices to play soccer."

Yet, for some, participating in a college sport is no more difficult than high school. Ruth Hanlon, a swimmer for ND, stated, "As far as dedication goes, it's the same as high school. For me, the mental part was hardest, just because I didn't think I'd make the team." Hanlon's participation on a varsity sport gives truth to the belief that determination and desire play an important role. An

average swimmer in high school, she "walked on" Notre Dame's team because she enjoyed the sport, and was willing to work hard. In recent meets, her times have steadily improved and she has contributed to the team.

Like Hanlon, Notre Dame tailback Anthony Johnson feels determination plays a key role. "Athletes must start (to prepare) in the high school years. Talent is needed, but a big part of experiencing success is lots of self-confidence in yourself and in your goals. Discipline is needed to set the goals, and determination is what achieves them."

Goals are necessary in the classroom as well as on the athletic field, and most colleges offer extra help to athletes. At ND, Roemer stated, "They really take care of you, and are sensitive to the tough adjustment all to be taken advantage of." Hanlon added, "Varsity athletes get tutors, and the advisors know how much time is spent on athletics."

The burden of juggling academics and athletics is increased for foreign students. York Damm, a German track and field athlete at ND, said, "It's difficult for all foreign students to do athletics and have strong grades because so much time is spent trying to understand things in class."

Not surprisingly, the majority of high school seniors

athletes put more stress on academics and the need for free time. Division I, II, or III basketball and soccer prospect Adam Friend said his biggest fear is "...that it'll (sport) take up alot of time and will ruin my social life." Riley senior, Brad Toothaker concurs, "I'm worried about not having free time and not fitting into the school right away." For choosing a school, Toothaker, one of the nation's hottest swimming recruits, stated, "The athletic program has a lot to do with it. But, I'm looking for the ideal combination. I looked first at the swim program, then at the academics, and then I weeded out the weaker academic programs."

For some, being a college athlete doesn't end when the contest is over. Johnson has experienced the limelight, because of his success at N.D. he says, "I'm definitely set apart. Some people respect athletes, but some resent me, because I'm going to school free. They don't realize all the hard work and discipline that's involved on and off the field." And for high school athletes who have never really distinguished themselves, but want to be a college athlete, Hanlon says, "Try it. I never thought I could swim in college, but once you get into a sport it's not as hard as everyone says. If you have the dedication and desire, you should participate."

Jevon Williams strives for the State Championship this spring

By Gabrielle Mickels

Ask anyone around, being picked for 1st team NIC is a very prestigious accomplishment, yet, when an athlete has been chosen 1st team NIC for 3 straight years,

and is looking forward to a very promising senior year, nat's even more impressive.

His name is Jevon Bernard Williams. He's played basketball and football, but his favorite and most self-satisfying sport is also the sport in which he excels the most in ...track.

Running the 100-meter dash, 400-meter dash, 200-meter, 4x100 relay, and 4x400-m. relay, and also holding the school record of 10:46 seconds in the 100-meter dash displays the talent Jevon possesses.

Jevon says he's run all his life, but he began running competitively when he was in the 4th grade. He values the sense of competition track holds, "Not just

He values the sense of competition track holds, "not just between other runners, but between yourself, always trying to beat your previous record."

between others runners, but between yourself, always trying to beat your previous record."

His secret to success seems to be his self-motivation. He says, "If you don't want to do something bad enough, you won't do it well enough, but if you really want to do it, it'll come." He also says, "When I run, I want to win," and he does.

One might wonder how this determination and hard work pays off. Jevon was chosen as an All-American Athlete last year, and he also finished 4th in the TAC Junior Olympics during the summer.

When asked of his short-term goals, Jevon reveals he wants to finish 1st in State this year in

either the 100, 200, or 400 m. dash, something he can handle if he works hard.

The future looks bright for Jevon Williams. He is planning on serious competition after high school and has already received offers from different colleges.

Jevon takes track and running very seriously, and claims it is the hardest sport to do. "A lot of athletes think track is a sissy sport, that just anyone can do it, but it's a man's sport, it takes hard work and discipline to accomplish those goals."

With Jevon's positive mental attitude and constant improvement, he will be something to really pay close attention to this coming spring.



Senior track All-American Jevon Williams contemplates his studies, college, and most importantly, an individual state crown.

Tristine Perkins/Tower



Adams player Jeff Case charges at both the opposing Riley player and goal.

Anna Mullet/The Tower

Hockey skates to five straight

By Matt Trinh

After going undefeated for the last five games, the John Adams hockey team hopes to get a shot at the state tournament this year. The Eagles' recent 6-2 victory over Lake Central might just prove their hope to be true.

The Eagles started the season slowly with four straight losses. They lost a close game to competitive Clay, but bounced right back on the winning track when they rolled over Riley with a 2-0 victory. After their recent triumph over Lake Central, the Eagles are now 5-4-1.

"We're a young team," explains co-captain Kevin Cocquyt. "We need to work together to achieve our mutual goal (State)."

Practices for the Eagles are rough. What the team lacks in experience, it makes up in practices. "When we lose a

game, practices the following day are tough," said Doug Marrese.

Practices usually last several hours with drills and plays of offense and defense.

The young team is not without its talents. With some of its bright spots like Kevin Max, Chad Rosencrantz, and Kevin Cocquyt, the Eagles might go all the way.

The Adams hockey team is part of a club sport, which means that it involves students from other schools. Students from Washington and Niles are part of the team though the team consists mostly of Adams students.

The team consists of co-captains Kevin Max and Kevin Cocquyt, defenders Brian Max, Doug Marrese, and John Fedder, scorer Steve Lacousky, goalie Chad Rosencrantz, and freshmen players Mike Shide and Jeff Case. The Eagles are coached by Geoff Warton.

NIC Athletes Shine at Adams

By Scott Scheel

Adams has always been a dominant power in the Northern Indiana Conference (N.I.C.). If the fall is any indication of the rest of the year, this year will be no different. The eagles had seventeen athletes named to All-N.I.C. teams this fall.

All N.I.C. teams are teams composed of all of the best athletes in the ten team conference in a particular sport. Although every sport chooses its members a little bit differently, some of the guidelines remain the same in all of them.

First the coaches select the people from their team who they think are good enough to make All-N.I.C. The coaches then get together and rank these players' performances on a scale of one to eight (eight being the highest). No coach can vote for a player on his own team, and the people with the most points are named first team All-N.I.C.: The people just below that are second team and the rest get turned down.

Head basketball coach Dave Hadaway disagrees with having a second team All-N.I.C. "There



A few of Adam's abundant all-N.I.C. athletes find some time to relax now that their season has ended. Steve Hartman/Tower

should only be one All-N.I.C. team," says Hadaway, "but there should be twice as many people on it. The difference between first and second team is so small that they should all be called first

team."

The system seems to work very well and usually the best athletes are selected. Sometimes a few problems can occur, however, as Athletic Director Mike Devault

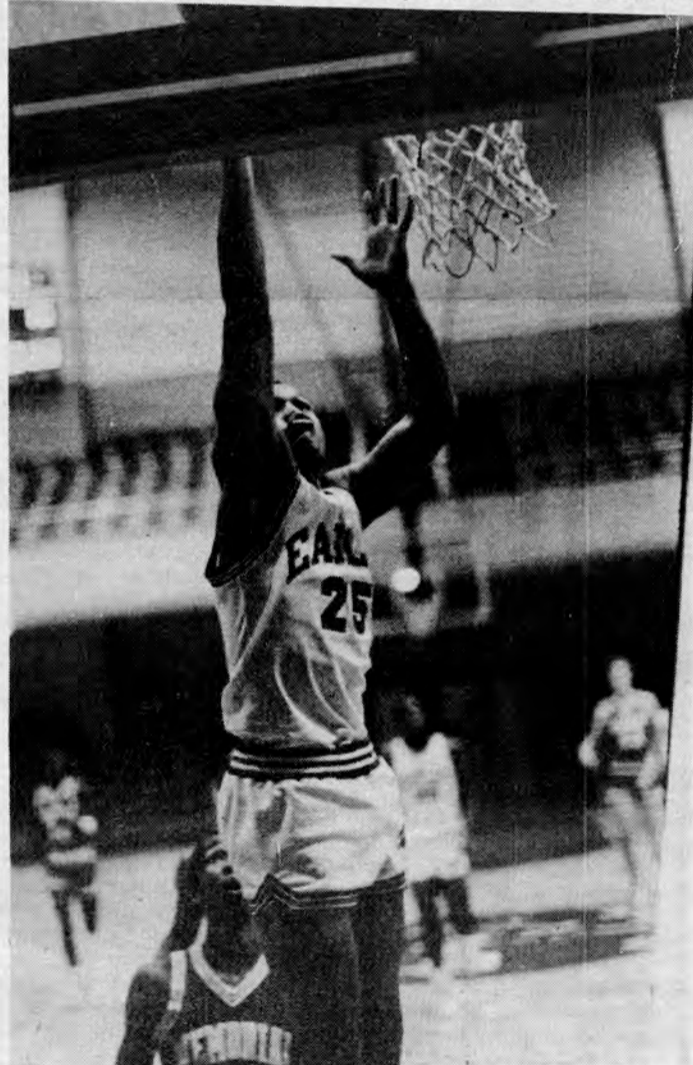
pointed out when he said, "The best athletes almost always get selected, but sometimes a coach might hold a grudge against a team that beat them really badly and not vote for its members even

if they are the best athletes. It is a shame if someone doesn't get picked when he's earned it."

Karl Roemer agrees that a coach might hold a grudge, but also adds that other problems exist in the election process. "Upper classmen are favored too much. If a freshman is as good as or better than a senior, then the senior is chosen over the freshman. The teams should be made up of the best athletes regardless of their age."

These are not problems in sports like cross country and swimming, however, which are based solely on head to head competition. In these sports players are given a certain amount of points for a first place, a little bit less for a second place finish, and a little bit less for each place they lose. Coaches only vote if there is a tie.

Despite the controversy it is still a great honor to be nominated All-N.I.C. "I look at it (being elected All-N.I.C.) as frosting on the cake" summed up one All-N.I.C. athlete. Congratulations to all our athletes who achieved this honor.



Steve Hartman/Tower
Forward Tony Wilson skillfully lays the ball in the hoop during Adams victory over Elkhart Memorial last Friday.

Talent and teamwork is a successful formula

By Karl Roemer

It seems that Adams basketball teams in the recent past have always been loaded with talent. But every year, they've failed to win the "big one"—because of team disunity, selfishness, or just bad luck. This year, JA possesses the ingredients for another exciting season. Though they won't be 20-0, they seem to lack the negative attributes of the past.

"We're getting along real well as a team," said senior forward Tony Wilson. Against Gary Mann, five players scored in double figures, which shows the unselfishness. Ted Scheel, a senior center, commented, "The togetherness of this year's team is incomparable (to past years). I think one of our strong points is that we have been able to play as

"I think one of our strong points is that we have been able to play as a team, not as individuals."

Coach "Flake" Hadaway speaks highly of his players, with good reason. "We are so deep this year compared to the past. We have 10 players who could play and get the job done."

The seniors boast inside talent. Adam Friend, "The white boy who slamdunked" (according to a fan) against Gary Mann, "is playing very well, and his

strength is his defense and rebounding," says Flake. "I tell ya, with Friend, Wilson and Gary Giger up front, we have a solid inside game. Now, if I can have a consistent outside shooter, then we'll be tough to beat."

Most would agree with Hadaway. Against Fort Wayne Northrop, JA shot 14-49. "Because they were ranked #5 in the state, I think we were a little intimidated," said Scheel.

The night before was a different story. Adams controlled the game with their defense and outside shooting. "Against Gary Mann, we played outstanding," explained Flake. "That game indicated what we can do this year." So, considering the picture of this year's team, one has to conclude that the Eagles could either soar, or dive as in past seasons. Time will tell.

Any club, individual, or homeroom who wants to buy an ad in the yearbook, see Mrs. Maza, Jeff Eslinger, or Rivka Medow.

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Editor's Column

Senior reflections on past four years

By Paula Makris

It is December already, though I can hardly believe it, and at the time of distribution, winter break will be less than a day away. When will I ever get my Christmas shopping done?

Teachers are already repeating familiar warnings of those first semester finals. (Freshmen, if you're reading this, finals are just really one more test. By the way, I'm sure there are more freshmen reading our column than seniors, seeing as how seniors seem to have the lowest subscription rate to the *Album/Tower* of any class. What

is this, class of '87?). Anyway, it barely seems possible that soon only 1/2 of the year is left, notwithstanding that January and February seem longer than the first 4 months of school combined.

Having practically finished my long-avoided college applications (yes, I left the essays 'till last), I must admit

to an anticipation of next year at this time, away from parents, South Bend, even, or perhaps especially, high school. Perhaps, this comes late to me, the middle of my senior year, having noticed "senioritis" as they call it (Who? You know - They), strike classmates as juniors or even earlier. But now, it seems everyone talking of the weekend, the next day off, spring-break, and then, graduation. I hear of broken concentration, inability to study, complete neglect of homework, and I sympathize. Some students struggle through all high school in this manner, but it seems to really hit, and hit hard, when senior year rolls around. And that it will, more swiftly and softly than might be anticipated.

In the search for freedom, which students fidget toward in winter, escalating to the mad rush in spring, I have to wonder if it lies outside of high school, beyond JA, or if it is now closer than is imagined. Surely, it is no coincidence that every now and then, once familiar faces, not too recently graduated, show up in school halls,

talking to teachers, sitting in on classes, and even once, truth to tell, eating school lunches in the cafeteria.

These former high school students tell tales of life that has moved past curfews, beyond rigid rules, and into (more or less) a step toward independence. But they also talk of professors that don't take attendance and then don't give the same amount of days that a student has missed for he or she to make up assignments, papers, or tests. They talk of being alone in registration lines w/a computer that doesn't care that you really don't want an 8:00 class on Saturdays or that you don't seem to have any classes scheduled at all. They talk of fun and frustration in one breath, much as they did a year ago this time, but, most incredible, they have come back.

Current students look askance at these apparently free individuals as they pass in the hallways vowing determinedly, "Once I get out of here, I'm never coming back." What is the best of times; what is the worst of times; and is it ever known until it's past?

Record Review

Paul Simon excels

By Kathy Strieder

Paul Simon may be asking "Who am I to go against the wind?" but in this case actions speak louder than words.

His most recently released album, "Graceland," is proof once again that he is not one to conform to any particular corner of the music world. Simon has a history of experimenting with many different forms of blues and folk, his most successful venture commercially with Art Garfunkel in the 60's and early 70's. He is currently taking a fervent interest in the music rising out of Africa, especially in the Gumbooter movement of the continent's northern region.

Africa is an up and coming nation artistically, and many musicians such as Peter Gabriel and Stewart Copeland have helped familiarize European and American civilization with its music. In "Graceland," Paul Simon combines his own blend of blues and folk rock with a form of North African music called Gumbooter. Gumbooter uses traditional African percussion and vocals blended with accordians. The harmonious vocal is directly descended from ancient tribal chants and melodies. This technique is demonstrated particularly on Simon's album in songs such as, "Diamonds On The Soles Of Her Shoes," and "Homeless." Paul Simon also enlists the help of the extremely talented Youssouf N'Dour, a native North African currently touring with Peter Gabriel. N'Dour was discovered at the age of fourteen and since then has grown in popularity as interest in the "uncolonized" side of Africa has been recognized. On Simon's album, he helped arrange and sing Gumbooter backup.

But Simon is still loyal lyrically and acoustically to his folk roots. His subject matter displays a worldly-wise attitude towards



Matt Trinh/Tower Artist

love and life; "Believe me, I had supernatural powers, I slammed into a brick wall." He is also as socially conscious as he was in the 60's, especially in "The Boy In The Bubble," in which he contemplates the condition of the planet. *Graceland* even includes a folk ballad to the girl with the, "Diamonds on the soles of her shoes, who 'slipped into my pocket with my car keys.'" "Under African Skies," is also written in a storytelling manner. "Joseph's face was as black as night/and the pale yellow moon shone in his eyes/His path was marked by the stars in the southern hemisphere/And he walked the length of his days under African skies." Simon uses acoustic and electric guitar for

his "Folk and Blues" melodies expertly to offset his African rhythm section and of course, includes Gumbooter accordian in the majority of "Graceland's" songs.

"Graceland" is yet another solo success for Paul Simon. He has once again proved that he is no "One-trick Pony" when it comes to experimentation with combining the new with the old, musically. His use of North African Gumbooter is a tribute to African artistry, and his whimsical sing-song lyrics blend in perfect harmony with the melodies. Old fans and new, will agree that Paul Simon's journey to a musical "Graceland" of his own is an exceptional and acclamable one.

Cafeteria surveys student opinions

By Charlotte Austgen

A survey was recently conducted by the publications staff and the food services staff at John Adams High School to study the reasons why a decreasing number of students have been purchasing lunches from the John Adams' cafeteria. Of the 690 completed surveys that were returned, the ways students at John Adams spend their lunch hours were broken down into the following ways: 25% purchase plate lunches; 25% buy from the snack line; 20% like to "get out" of the building; 10% eat lunch at home; 10% eat across the street, from vending machines, or IUSB; and 10%, eat nothing at all. Why do so many students choose to eat elsewhere or skip lunch when a nutritional, convenient, and low-cost lunch service is available to them right at school? There are many reasons.

Many students simply do not like the selection, taste, or looks of the food offered to them. Says junior Betsy Furlong, "The food may taste okay, as long as you don't look at it or smell it." Others argue that the lunchroom is far too crowded and noisy, to enjoy any kind of meal in there; and that the lines are too long, leaving the unfortunate people stuck at the end of the line, very little time in which to cram down their meals.

In the survey, several students indicated that they would be more willing to purchase school lunches and eat in the cafeteria, if certain changes were made. For example, some students would like to see a separate salad bar, complete with fresh fruit offered. When junior Katie Lane, who prefers to bring her own lunch, was asked what improvements she would like to see made, she simply replied, "I wish it was bigger." Other students would like to see a smoking section of the cafeteria added, and pop machines put in. However, according to Mrs. Babbler, the

"The food may taste okay, as long as you don't look at it or smell it."

director of food services at Adams, pop machines are not provided due to federal guidelines which require certain nutritional values to be offered such as protein and carbohydrates. Since pop is of no nutritional value, and the school must comply with federal regulations, pop cannot be offered in school as a choice to students.

In spite of the problems pointed out by the students, the cafeteria staff does work to provide foods that meet with both the set nutritional standards, and the approval of the students. According to Mrs. Babbler, they try to provide fresh items, such as milk and bread, which are delivered daily, and bakery items which are baked the same day served. In addition, they serve homemade soups and try to provide the more popular food items among teenagers, such as chicken nuggets, shaved beef sandwiches, and onion rings. The more traditional items — spaghetti, beef and noodles, and fried chicken — are served also to offer variety, and provide a greater selection for the students. For those who do not wish to purchase a plate lunch, the snack line is open every day offering shakes, milk, yogurt, chips, and cookies. Regardless of the way students choose to spend their lunch hours, the food services staff is always open to the suggestions of the students, and will continue to work towards making the cafeteria a more efficient and pleasant place in which to eat lunch.

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